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ABSTRACT

A ten-member committee was established to identify and illustrate the factors that significantly affect the articulation and compatibility of elementary and secondary school programs resulting from year-round school operation. The committee authorized six projects to implement its purposes. These projects were to create a library of year-round school materials, to survey local year-round schools, and to study vocational education, air conditioning, summer school articulation, and high school patterns as they relate to year-round schedules. Reports of these projects are in another volume. This report is presented in a format that reflects the three basic areas identified for study: community scheduling (planning time, real and imagined difficulties of the extended calender, compatibility of adult work schedules in the extended calendar, youth job opportunities with the extended calendar), curriculum and instruction (desirability of pilot programs versus total district involvement, scheduling flexibilities, advantages of intersessions, financing curricular changes), and legal and personnel (legal factors, personnel factors, program planning factors). (Author/IRT)

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YEAR ROUND SCHOOL

ARTICULATION AND COMPATIBILITY STUDY

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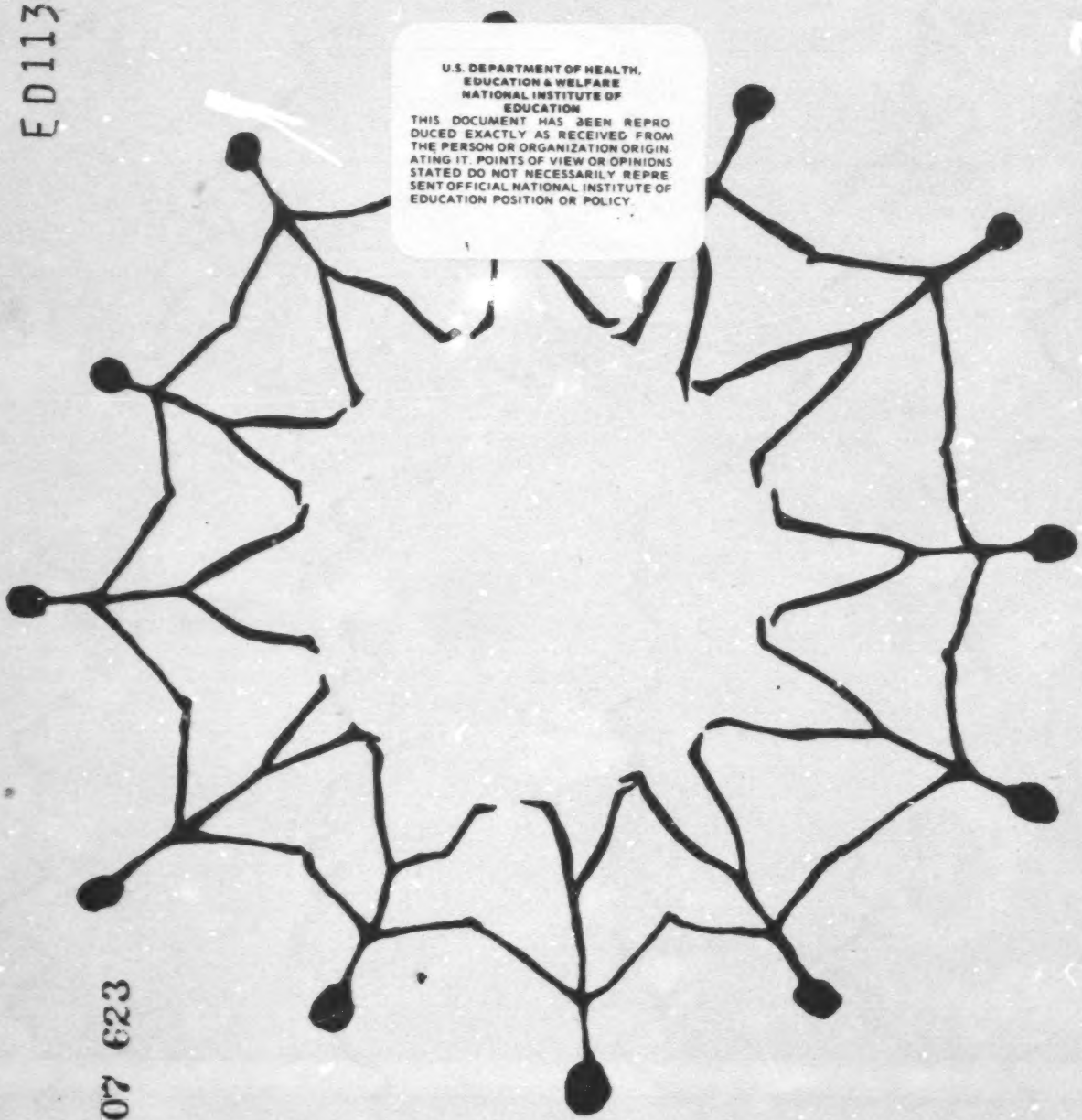

EA 007 623

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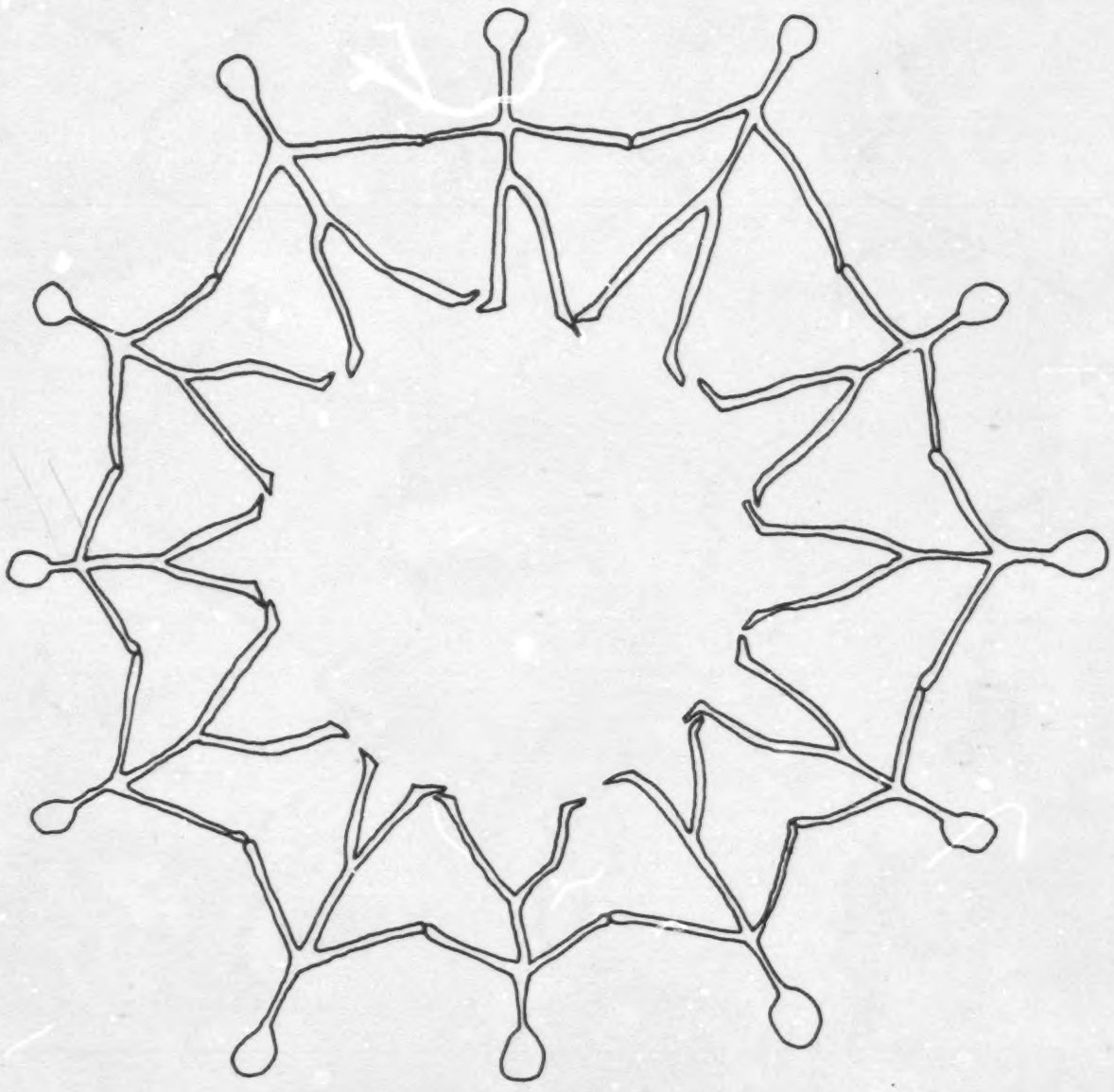
VOL. I "SUMMARY REPORT"

YEAR ROUND SCHOOL

SAN DIEGO COUNTY DEPARTMENT OF EDUCATION INNOVATION FUND PROJECT

PARTICIPATING DISTRICTS

GROSSMONT UNION HIGH SCHOOL DISTRICT
LA MESA—SPRING VALLEY SCHOOL DISTRICT
LAKESIDE UNION SCHOOL DISTRICT



VOL. I "SUMMARY REPORT"

SAN DIEGO COUNTY DEPARTMENT OF EDUCATION

INNOVATION FUND PROJECT #221

YEAR-ROUND SCHOOL ARTICULATION AND COMPATIBILITY STUDY

VOLUME I: SUMMARY REPORT

COMMITTEE MEMBERS

Mr. Melvin Grant	Mr. William Davis
Mrs. D. E. Arnett	Dr. Robert Muscio
Mr. John Westrick	Mrs. Gary Monell
Rev. Edward Garner	Mr. Garth Hanchett
Mr. Roy Williams	Dr. Stanley McClintic

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INTRODUCTION

The San Diego County Department of Education authorized an innovative project to study the articulation and compatibility of year-round school scheduling, Grades K through 12. The Grossmont Union High School District was named as the contract district with the planned participation of the La Mesa-Spring Valley Elementary School District and the Lakeside Elementary School District, which were definitely committed to a year-round schedule at the time the study was commissioned.

The origin of this project is to be found in a strong local interest in year-round school scheduling as it might meet educational needs in this community. As this report is written three different elementary districts in this area are operating 45-15 year-round school programs in one or more of their schools. The high school district has made a serious effort to study the implications of year-round school and has been interested in achieving suitable articulation and compatibility with the varied elementary district programs. These factors naturally developed into this innovation project, and its strong current relevance was a factor in its funding by the County Department of Education.

The project was very general in its commitment to study this subject area; however, it was definitely limited in time and financial support. The project was to be completed by July, 1972 and was funded for $2,000.00. The study committee (described below) discovered its first task to be that of setting its basic goal and purpose, and limiting the scope and depth of its study to the financial and time constraints. It is important that readers of this report carefully review the statement of basic purpose as identified by the committee, and recognize and understand its prescribed limits to this study. A ten-member committee representing these three districts was assembled and they developed a basic statement of purpose and identification of topic areas which would deserve exploration, research, and review by the committee. The April 24, 1972 minutes of the committee present this material and it is cited here.

April 24, 1972

Members of the committee are:

Name	School District	Title
Mr. Melvin Grant	Grossmont Union High	Principal/El Cajon Adult
Mr. William Davis	Grossmont Union High	Principal/El Capitan
Mrs. D. E. Arnett	Grossmont Union High	Designated Citizen
Dr. Robert Muscio	Lakeside Union	District Superintendent
Mr. John Westrick	Lakeside Union	Principal/Lakeside Jr. High
Mrs. Gary Monell	Lakeside Union	Designated Citizen
Rev. Edward Garner	La Mesa-Spring Valley Elem.	Designated Citizen
Mr. Gerth Hanchett	La Mesa-Spring Valley Elem.	Principal/Parkway Jr. High
Mr. Roy Williams	La Mesa-Spring Valley Elem.	Principal/La Presa Jr. High
Dr. Stanley McClintic	Grossmont Union High	Associate Superintendent and Project Director

The basic goal of the committee is as follows:

To identify and illustrate the factors which significantly affect the articulation and compatibility of elementary and secondary school programs resulting from year-round school operation.

Examples of factors affecting articulation and compatibility are:

I. Community Scheduling (Subcommittee members on Community Scheduling were Mr. Davis, Mrs. Monell, and Mr. Williams.)

1. Public relations and the extended calendar.
2. Real and imagined difficulties of the extended calendar.
3. Compatibility of adult work schedules and the extended calendar.
4. Youth job opportunities under the extended calendar.

II. Curriculum and Instructional (Subcommittee members on Curriculum and Instructional were Mrs. Arnett, Mr. Grant, and Mr. Hanchett.)

1. How can curricular articulation take place without calendar articulation between programs?
2. How can progressive or seasonal specialized programs commonly offered by secondary program be offered under year-round schedules?
3. Can the conditions in specialized high school facilities resulting in double sessions be better solved by 45-15 operation?

III. Personnel and Legal (Subcommittee members on Personnel and Legal were Rev. Garner, Dr. Muscio, and Mr. Westrick.)

1. How is continuity in local school and districtwide staff planning ensured in year-round operation?
2. What specific legal provisions facilitate or restrict implementation of year-round plans?
3. Given many more contract conditions of employment for personnel, how can the District maintain a proper balance between administrative requirements and employee preferences?

The basic trends in the decisions of the committee so far would not be a suprise to most people.

1. 45-15 is gaining momentum in some elementary areas and it is being promoted by staff and community supporters for both economic and educational reasons.
2. The high school district has a ten and one-half to twelve month year-round program now which provides the present level and quality of education in the most economical way, given some basic assumptions of community expectations.
3. The 45-15 structure has major implementation problems in the curricular organization of the high school. Efficiently offering specialized instruction at that level is the issue.
4. There may be ways in which the 45-15 elementary plan and the regular high school nine months plus three and 1/2 weeks voluntary summer school sessions program could achieve reasonable articulation and compatibility.
5. Further work by the committee will sharpen the definition of significant factors and potential articulation suggestions will be proposed.

The committee authorized six definite projects in implementing its purpose to identify and illustrate factors significantly affecting year-round school scheduling, K - 12. The projects and persons commissioned to conduct them were as follows:

	Project	Person	School
1.	Assembling a Library of Y-R-S Materials	William Fusselman Jim Lloyd	Mt. Miguel High School La Presa Junior High
2.	Vocational Education - Work Experience Study Questionnaire	Don Gilmore	Grossmont Union High Sch. Dist.
3.	Air-conditioning Survey	Dan Kitchen	Grossmont Union High Sch. Dist.
4.	Survey of Local Y-R-S Surveys	James Hatcher Charles Munger	Grossmont High School Rancho School
5.	Summer School Articulation Study	Roy Williams Joe Smidt	La Presa Junior High Monte Vista High School
6.	High School Y-R-S Pattern	Gloria Jones William Fusselman	Grossmont High School Mt. Miguel High School

The ten-member committee has reviewed in depth the six research projects commissioned by this study. In addition, they have studied at some length other sources available to them. The ten-member committee has chosen to report its analysis of this material in terms of the original three basic areas identified for study; namely, community scheduling, curriculum and instructional, and personnel and legal. The reader will find considerable information in this summary presentation which does not derive directly from the six research studies; however, it is the belief of the ten-member committee that the investigation by individual members and the group meetings (as subcommittees and as a full committee) have resulted in information and understandings which deserve to be presented in this report.

REPORT OF THE COMMUNITY SCHEDULING SUBCOMMITTEE FOR THE YEAR-ROUND SCHOOL ARTICULATION STUDY

During the past year a subcommittee made up of Mr. Roy Williams (Principal, La Presa Junior High School), Mrs. Gary Monell (lay committee member representative, Lakeside), and Mr. William Davis (Principal of El Capitan High School) have considered the effect of year-round school articulation and compatibility on the personal aspect of community scheduling. The effect of four major areas on community scheduling were specifically studied.

1. Public relations and the extended calendar.
2. Real and imagined difficulties of the extended calendar.
3. Compatibility of adult work schedules and the extended calendar.
4. Youth job opportunities under the extended calendar.

All indications are that a good public relations program is exceedingly important to the implementation of any year-round school program. School districts which have implemented programs of this type have found that the following factors must be considered:

1. Planning Time. All studies have indicated that an ample amount of planning time is necessary prior to the implementation of any year-round program. This planning time may vary from one year, such as utilized by the Lakeside Elementary School District, to longer periods of time such as six months to two years, as experienced by the La Mesa-Spring Valley School District and Valley View School District of Lockport, Illinois. When considering planning time, it is also necessary to make a co-commitment to the release of personnel for such planning time and/or the employment of consultant services. Planning time requires a commitment, obviously, of money, and while the costs to each community may vary, they will be significant enough to require early consideration.

   The most successful programs of implementation have indicated need for wide-spread involvement on the part of teachers, parents, and general community members not only in the goal setting process but also in the implementation of the program. When programs involve secondary schools it would also appear imperative that students

be brought into all phases of the planning. It appears that the more the community knows about a year-round school program the more accepting that community will be of the commitments that have to be made to develop the program.

The public relations program must be developed in such a way as to very clearly state as soon as possible the precise facts regarding projected costs of the program, both in personnel and capital outlay. These costs will vary significantly depending on whether the program is designed as an economy measure or as an enrichment of the educational process. In addition to operating costs and building needs, it also appears from the experience of all school districts that an early decision must be made and clearly stated to the general public concerning alternatives to the year-round program. While some school districts such as Lakeside, California, and Lockport, Illinois, have made a complete commitment to year-round programs, many school districts have found it desirable to provide alternatives for a part of the community which desires a more traditional schedule.

II. Real and Imagined Difficulties of the Extended Calendar. Most school districts have found that our general lack of experience with year-round school programs has caused the development of myths or half truths concerning the problems of such a program. Some of these problems or factors have been examined by our study group with the following results:

A. Calendar Compatibility. There is considerably more compatibility between year-round school calendars and traditional school calendars than most people consider possible. The experience of the Grossmont Union High School District in coordinating efforts with the Lakeside Elementary School District and the La Mesa-Spring Valley Elementary School District, as well as the considerable experience of secondary schools in Lockport, Illinois, coordinating with the Valley View 45-15 Plan, indicates that no significant problems exist where school districts are willing to work jointly on problems as they arise. Major considerations of schools attempting to make schedules compatible seems to be a willingness on the part of the schools to adjust cooperatively the beginning and ending dates for the school year, whatever the calendar.

B. Air-Conditioning. The year-round operation of schools in areas having significantly high temperatures during the summer months can cause air-conditioning to become a point of contention. While there has been considerable argument on this problem, since in many areas the temperature pro and con extremes are experienced during traditional school months, many individuals feel that a commitment must be made to air-condition all facilities. Experience has shown that in those instances where air-conditioning is installed and then subsequently becomes inoperative due to malfunction, there seems to be considerably more discomfort than was experienced prior to the installation of air-conditioning. Because of the cost of this item, it is imperative that in a community implementing a year-round program the realities of the problem are faced at the earliest possible date.

C. Program Costs. Program costs may or may not be significantly influenced by year-round school operation. In studying this item it becomes imperative that consideration be given not only to operational costs but also long-term capital outlay costs. If the intent of the school district is to use year-round education to eliminate the need for additional classrooms and, as a result, cut immediate capital outlay costs, this must be determined. On the other hand, if the intent of the program is to develop enrichment for additional educational opportunities, then obviously the cost will increase proportionate to the additional educational opportunities involved.

Any cost analysis study must carefully define the areas being examined and be sure that the actual per pupil services delivered versus the actual per pupil costs are compared on an equal basis. (For example, 800 students should receive X hours/week of nursing service. If the conditions are not equivalent when comparing traditional 175-day scheduling and tracked year-round scheduling, then it must be recognized that a program level change has been made.)

II. D. Loss of Traditional Vacations. The traditional school pattern has made it possible for students to be released from school for the usual two and a half months annually. This calendar was developed in times when it was necessary for young people to participate in the predominantly agricultural activities of most communities. While there continues to be the need for the provision of time for young people to enter into activities other than at school, there seems to be a lessening requirement for long periods of release time. The rapid growth of summer school programs and enrichment programs in many school districts has pointed up the lessening need or desirability of long vacation periods. In the Grossmont Union High School District, for instance, over 60% of all students participate in a 10 1/2 week summer session. While this is a high ratio, many other school districts are reporting participation at the rate of 30% to 50%.

E. Interference with Family Vacations. While vacations for most persons have traditionally been centered in the summer months, there is a growing trend towards vacations being provided at other times of the year for the working members of the family. The desirability of spreading vacations throughout the year has been hindered by the configuration of the school calendar. In reviewing material available, it appears that a growing number of professionals are requiring vacations at times other than the summer months. The greatest concentration of vacations during summer months continues to be in those occupations requiring semi-skilled or unskilled labor. Based on the relatively short experience of the Grossmont Union High School District, which is on a traditional school calendar that must be coordinated with the 45-15 program of the La Mesa-Spring Valley School District, the number of persons unable to arrange vacations during the unscheduled time provided in year-round programs is insignificant.

F. Effect on Extra-Curricular Programs. The effect of year-round school programs on extra-curricular activities such as band, athletics, and clubs is

II. F. difficult to determine since the predominance of year- round programs up to this time has existed in elementary school districts which are affected to a lesser degree by this problem. All evidence tends to support, however, the conclusion that while there is some difficulty in maintaining some extra curricular programs, the difficulties can be overcome to a large extent. Two Junior High Schools in the two elementary districts participating in this study report definite problems in organizing and conducting instrumental music instruction in the 45-15 structure. These problems would be magnified in the high school program due to its significantly larger performance effort. The Atlanta Schools, with their year-round program, have found that students have generally been able to work out schedules which will allow participation in extra-curricular activities at the time of the year desired. The use of inter-session programs and an understanding of the reality that many extra-curricular programs are already on a year-round basis, tends to negate difficulties foreseen by some persons in this area.

G. Maintenance of Facilities. With the development of the year-round school programs it was felt there would be an unusual stress placed on school facilities. The experience, however, of schools that have entered into programs such as this is that generally, while facilities are used over a longer period of time, the lessening of concentration of student use at any one time makes for less wear and tear on facilities. In fact, the great usability of facilities has been a significant point in favor of year-round programs. The experience of hospitals and other public facilities which are, of necessity, required to operate 24 hours a day all year-round points up the potential for maintenance and even minor construction existing without interruption of the normal school

II. G. program. Since most school districts have found it necessary to do this maintenance at times other than the normal school day, there has in fact been a significant improvement in the security of facilities, since most vandalism has traditionally occurred in the evening or at times when schools were unused due to vacations. The major problem in this area exists in the development of new personnel practices which will allow a concentration on night time and weekend work schedules.

H. Teacher Inservice. Since many teachers have traditionally used the summer months to participate in continuing education programs, there has been some minor difficulty in providing for such activity on the part of a school's professional staff. This problem, however, has been greatly alleviated by the expansion of the graduate study programs which are offered as part of the evening division of most colleges. In addition, some colleges in the area served by year-round schools have considered development of courses which could be utilized by many teachers over short vacations which occur several times a year as opposed to the long summer vacation. Most year-round programs also offer the possibility for teachers to commit themselves to a partial contract instead of the normal contract, and as a result, have available considerably more time for participation in continuing education programs.

I. Storage Facilities. A problem which has been common to all year-round programs has been that of providing adequate storage for materials and/or equipment during those times when segments of the student body and faculty were on vacation, and the facilities normally utilized by them were utilized by persons outside their subject area. This problem has been most acute since most schools have been traditionally developed with a minimum storage commitment. In addition, those schools under state building programs, such as many are in

II. I. California, have found that existing state laws require that storage space be counted in state totals for instruction at the same rate as classroom space. This problem points up the importance of current trends towards development of classroom spaces of a multi-purpose nature and equipment with a high degree of portability.

J. Teacher Contracts. Contracting for the services of both classified and certificated staff members has received consideration by all school districts implementing year-round programs. Major requirements seem to be that of providing contracts to certificated employees which allow coverage of the extended calendar. In some school districts this has taken the form of additional employment for some teachers, while in other areas it has been found more desirable to keep teachers on the more normal 180 day contract. While those teachers who are heads of families frequently have found the opportunity to work on a longer contract to be economically beneficial, there has been some resistance to the entire movement by certain professional organizations. In particular, the American Federation of Teachers seems to be concerned over the affect of year-round programs on the status of personnel. At this time most school districts have found, however, that the provision of a wide variety of contracts to suit the particular needs of the individual teacher have resolved most difficulties.

III. Compatibility of Adult Work Schedules in the Extended Calendar. As noted in item E, there is considerable compatibility between the extended school calendar and the work schedules of adults. While major consideration has been given towards the coordination of vacations with the periods of time which students are not scheduled to school activities, there also exists some concern over the difficulties involved for families where both of the adult members of the family are employed. Again the

III. experience of persons involved with year-round schools has indicated that just as a family with working parents finds it necessary to make arrangements for supervision of young people during the summer, they also have been able to resolve the problem when it consists of a series of short vacations spread over the entire year. In the La Mesa-Spring Valley School District, for instance, there has been some interest by families having more than one child, for children to be placed on different tracks of instruction in order that when they are released from school they will have the complete attention of the parent that is available to them. Experience has tended to show that even in the area of vacations many individuals and their employers prefer a series of short vacations versus one long vacation during a single time of the year.

IV. Youth Job Opportunities With the Extended Calendar. A survey by the Grossmont Union High School District of potential employers indicates that where students are interested in working full time, such as in the summer months, some difficulty can be experienced under the year-round school program which offers a series of short vacations. On the other hand, any program which offers an extended vacation at some time of the year other than summer would probably not significantly affect the employment of students. Where students are employed on a continuing basis in part time activities there appears to be little or no affect of the extended school calendar on the opportunity to secure and maintain such employment. In fact, it would appear that there is some advantage to the young person who has a number of times during the year when additional hours could be devoted to a part time position. The need for long term work experience by most students at the present time is open to question. The increasing participation of students in summer school programs and work oriented but school connected experiences such as exploratory education, tend to diminish the importance of long term summer employment. In addition, school programs which provide educational opportunities over a longer school day such as the night school program in Las Vegas, Nevada, would appear to be affected very little if at all by any extended school calendar.

REPORT OF THE CURRICULUM AND INSTRUCTIONAL SUBCOMMITTEE FOR THE YEAR-ROUND ARTICULATION STUDY

The Curriculum and Instructional Committee identified curriculum-instruction factors affecting the articulation and compatability of schools initiating twelve-month programs.

I. Desirability of Pilot Program versus Total District Involvement

The evidence contained in the accumulated literature plus the experience of local school districts suggest that the most feasible approach to adapting an innovative curriculum would be to restrict it to one high school in the Grossmont Union High School District. Serious consideration should be given to following the steps, in sequence, which have proven to be successful in local districts of San Diego County. (cf: #1, pg. 104-105)

A. Obtain permission from the administration and the school board to pursue a thorough study of a possible twelve-month program.

B. Obtain staff approval for such a pilot study. (A fair and equitable solution should be planned for those staff members who do not care to remain in the twelve-month program.)

C. Obtain community involvement with an adequate number of meetings to inform all parents in the school community. Only parents who attend one or more of these meetings would be eligible to vote on the proposed changes within the school. The citizens study committee can insure that citizens are adequately informed.

I. C. PTA leadership with consultants from staff can conduct a meaningful survey. A carefully prepared instrument for securing public opinion should be developed by the staff to measure public attitudes.

D. The above instrumem should be developed for obtaining students opinions after they have been given orientation to the proposed curricular and program changes.

II. There are some courses (or offerings) where precision or exactness is necessary or encouraged. (The desires of parents who wish to see their youngsters participate in performing groups must be recognized as a factor contributing to the benefit of the student.) (cf: #1, pg. 106-110) (cf: #5, pg. 1-5)

A. Courses involving precise performance:

Athletics
Music
Speech Arts (speech tournaments)
Dramatic Arts (performances)
Military Science programs (public performance and parade groups)

B. Exact sciences: (those with chronological progression)

Advanced Math
Advanced Foreign Language
Advanced Science, etc.

The program should allow flexibility of schedules to meet the needs of various courses of study (i.e. lab course periods need to be longer than regular academic classes.) (cf: #1, pg. 140-141)

Teachers' majors and minors (credentials) must match the curricular needs of the students whom they teach. The teacher needs to be adequately prepared to meet the curricular needs of any student in his new assignment. Any innovative change must take into account the teachers' academic preparation

II. B. and overall qualification if the needs of students are to be adequately met in the changed curricular approach. Staff qualifications and student needs must be matched to the new programs...this is critical.

III. Intersessions under various year-round plans should provide equivalent credit. Intersessions offer some advantages: (cf: #5, pg. 2-5)

Make possible study groups and seminars
Provide enrichment
Offers cross-age tutoring
Makes early graduation possible
Performing arts can be continued
Military programs can be continued
Additional work be provided for teachers with pay and with added options
The external world can be brought into the schools more effectively, particularly during intersessions, with the greater flexibility provided by the twelve-month schools.

IV. Financing Curricular Changes

A. Consultants, with concomitant extra wage costs, are usually necessary in developing major curricular changes in the conversion to a twelve-month program.

B. A programmer at the junior high and high school level is necessary to constantly work with the master schedule planning.

C. Air conditioning is a necessary concomitant for students working through the late summer and early fall months. (cf: #4, pg. 1-8)

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3. cf. Romeoville Report - "Implications for S.D. Unified Opening of Romeoville High School"

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5. "A Research Report of the 44-17 and Other Methods of Year-Round Secondary School Operation."

6. High School Implementation of 45-15 at Romeoville, Lockport, Illinois, Final Report, Project #1E-114, dated October 27, 1972

REPORT OF THE LEGAL AND PERSONNEL SUBCOMMITTEE ON FACTORS RELATED TO YEAR-ROUND SCHOOL ARTICULATION STUDY

Experience gained in the implementation of year-round school programs bring into sharper focus the variety of legal and personnel factors which facilitate or restrict year-round school operation. While new considerations become apparent almost daily, the following are basic factors, with examples or sources, to be recognized by school planners.

I. Legal Factors

A. Authority for year-round operations.

The source of authority is the State Legislature. Enabling legislation permits districts to implement year-round programs on other than an experimental basis.

Examples:

1. S.B. 673 (Burgener). Authorizes public school districts, with the approval of the Superintendent of Public Instruction, to establish and operate the 45-15 plan in one or more schools of the district. (E.C. 32100-32133)

2. A.B. 175 (Vasconcellos). Authorizes school district to operate continuous school program and to divide students into as many groups as necessary. (Note: opens way to programs other than 45-15). (E.C. 32111, -12, -14)

B. State apportionment funds.

The amount of State support for year-round school plus intersession shall be no more and no less than that for the regular year plus summer session.

Source: E.C. 32130 (A.B. 1002 of 1971.)

C. Intersession attendance.

During intersession, as during summer school, attendance is reported by clock hour. The apportionment day is 240 minutes, minimum day 200 minutes.

Source: Title 5, Section 406.

I. D. Mandated testing.

State testing required for grades 1-3 and for grades 6 and 12 shall be scheduled as varying times as specified in Title 5, Sections 1021, 1041, and 1051.

Example:
All pupils enrolled in grades 1, 2, and 3 and in a school maintaining a year-round program shall be tested ten school days commencing no sooner than the 140th school day nor later than the 155th school day.
(Title 5, Section 1051)

II. Personnel Factors

A. Contract options.

A greater variety of contract options may be made available to certificated employees than under the regular year operation. These are limited only by the educational and staffing requirements of the district and the interest and availability of personnel wishing to work other than the traditional 180 days. (It is desirable to give consideration to articulation of work schedules of husbands and wives working in different school district.)

Example:
Local districts on the year-round program have teacher contracts ranging from 150 to 240 work days within an academic year. The attachment, Opening of Romeoville High School on 45-15 Plan, indicates both (1) the scheduling complexities introduced by the variable teacher work year and (2) the positive teacher motivation generated by the new salary potential.

B. Payment for work year.

It is generally recommended that teacher salaries be prorated by number of work days on the basis of the salary schedule for the regular year. In some districts contract salaries are based upon number of days worked in a fiscal year, with two contracts written if work (academic) year extends over two fiscal years. (Bureau of Administrative Services, State Department of Education, memorandum)

II. Example:
A teacher's work year of 182 days may extend from August 16, 1972, to July 23, 1973. Thus, one contract would cover the period August 16, 1972 to June 30, 1973, another the period from July 1, 1973 through July 23, 1973.

C. Effect upon teacher retirement.

All earnings for regular session services shall be attributed to one academic year for retirement purposes even though the academic year extends over two fiscal years. The total number of days worked in the academic year, whether more or less than 180, does not change the application of this ruling.

Example:

1. Teacher "A" works 180 days between July 6, 1972, and June 8, 1973. Total earnings of $10,000 apply for retirement purposes to the one academic year.

2. Teacher "B" works 180 days between September 11, 1972, and August 14, 1973. 149 days of service are rendered prior to July 1, 1973, the remaining 31 on and after that date. Total earnings of $10,000 apply for retirement purposes to the 1972-73 academic year.

NOTE: Given the same beginning and ending dates of service as stated in these examples, the number of days of service may be increased or decreased without changing the method of application for retirement purposes.

D. Intersession salaries.

The matter of whether or not salaries earned for services rendered during intersessions may be included in the teacher's basic contract and counted for purposes of retirement is subject to further review. Initially, the State Teachers Retirement Systems Office has answered in the negative.

NOTE: The Legislature has not passed the full range of laws which would implement the principle in B. above.(State Apportionment). Namely, equal conditions with equal dollars spent regardless of school calendar timing.

E. Basis for differentiating among employees with regard to work year.

Districts generally establish guidelines for determining which employees will, upon request, be permitted to work other than the traditional 180 days. Where

II. E. educational requirements permit departure, basic selection criteria are usually (1) qualifications for specific assignment, then (2) seniority among qualified applicants.

III. Program Planning Factors

A. Curriculum.

Grade or department level planning, as well as district-wide curriculum development, becomes more difficult with the 45-15 (or other year-round) program. This results from the lack of continuity in the membership, or of attendance, of committees or other work groups. The selection of members for committees may be made more difficult due to the need to obtain alternates to serve during the vacation periods of regular members. District provisions need to be made to enable teachers and other staff members to meet regularly for curriculum development.

Example:
A combination of released time for teacher in-service with paid additional days of service for those on vacation would help assure continuity in curriculum planning.

B. Building level planning.

Staff planning and decision-making at the building level is limited by the periodic absence of some staff members. Problems and decisions under discussion may require repetitious consideration at several meetings in order to involve total staff, thus delaying the decision-making process. Thus, adequate lead time and pre-planning should be provided.

Example:
Released time and/or additional paid service should be considered.

III. C. *Communications.*

For the reasons cited in A and B, communications problems are magnified under a year-round calendar. Solution of these problems requires that serious attention be given to communications. Assuming greater reliance upon written communications, there must be consideration of clerical allotment and related additional expense.

Example:
One local school district sends a district-wide bulletin each three weeks to certificated staff. Those on vacation receive the bulletin approximately five days prior to returning to duty. The bulletin is sent at the building level and is accompanied by weekly school bulletins.

The subcommittee recognizes that very little direct evidence in the area of Legal and Personnel factors was commissioned in the six research reports of this study. It hopes that the above general factual data will be of help to persons studying this area.

Conclusion to Volume I.

The three reports summarized above represent the basic conclusions of the ten-member committee. Those persons wishing to inspect the results of the six projects commissioned by this ten-member committee should consult Volume II of this report. It is a 75-page report and presents useful information on the topic of year-round schools.